



Governor's ESSA Advisory Committee November 17, 2016 Meeting Minutes

OPENING

- The meeting was called to order at 6:03 p.m.
- Committee Chair Matthew Burrows welcomed Committee members and informed them that Secretary Godowsky was unable to attend because he was representing Delaware Department of Education (DDOE) at the Council of Chief State School Officers national conference in Baltimore.
- The Committee unanimously approved the minutes of the October 19th meeting (motioned by Patrick Callihan, seconded by Susan Bunting) with a correction that Kendall Massett was absent, not present, at the meeting.
- The meeting facilitator went through the evening's agenda and process reminders:
 - Feedback due on December 2 (later pushed to December 5)
 - Advisory Committee will be asked to look at the plan again after the second draft on or about December 31st. Our January meeting will focus on that draft.
 - Reminder of meeting norms

PLAN OVERVIEW

- Alex Nock of Penn Hill Group gave an overview of the landscape following the presidential election.
 - He stated that change will be inevitable in ESSA, but states still have to submit plans.
 - Could there be an impact on March submission? Yes, Congress can make changes. Incoming Governor will also give input on plan.
 - President-elect Trump didn't run on an education plan; it will matter who becomes Secretary of Education and his/her top staff.
 - In response to a Committee member's question, Mr. Nock stated that eliminating the federal Department of Education is hard to do, but it might be downsized.
- Deputy Secretary of Education Karen Field Rogers explained each section of the DDOE's draft plan:
 - The plan describes how we are going to provide a high-quality education for students. Many sections still need ideas from stakeholders.
 - In response to Committee members' questions, Deputy Secretary Rogers explained:
 - The difference between graduation rate vs. dropout rates: Graduation rates are a 4- or 5-year measure of a cohort, whereas dropout rates are annual calculations and aren't in a particular cohort. ESSA asks for graduation rates.
 - In some cases, there is information and data Committee members would like to have before they provide feedback. DDOE can answer questions. Discussion Groups are also meeting to explore areas more in-depth.
 - Plan also explores educator development and equity to make sure all students have access to good teachers.

- DDOE is required to provide supports regarding engagement of parents, families and communities. Specific populations include English Language Learners, students with disabilities, migrant education and homeless students through the McKinney-Vento Act.
- First draft of plan is out. Future stakeholder consultation is planned:
 - Four more Community Conversations
 - Two more Discussion Group meetings
 - Survey on web site is open
 - Two Spanish-language feedback sessions: Dec. 14 (Georgetown, North Georgetown Elementary School) and Dec. 20 (Wilmington, Latin American Community Center).
- Targeting Dec. 31st for 2nd version of plan and March for submission to U.S Department of Education
- In response to questions, Deputy Secretary Rogers explained:
 - The difference between Discussion Groups and the ESSA Advisory Committee is that the Discussion Groups (one on measures of student success, one on student and school supports) are going more in-depth. Feedback will be integrated into second draft.
 - It is OK to write that we will have areas we want to explore, if we don't have specifics.

PLAN FEEDBACK AND DISCUSSION

The Committee broke into small groups to discuss each of the six sections. Each group had a DDOE staff member to facilitate the discussion and discuss the thinking behind the section. The sections were:

- Long Term Goals – Candice Brooks
- Supporting Excellent Educators – Angeline Rivello
- Challenging State Academic Standards – Luke Rhine
- Measuring School Success – Chantel Janiszewski
- Accountability, Support and Improvement for Schools – Chris Lehman
- Supporting All Students – Amelia Hodges

The groups reconvened for a report-out:

- Long-term Goals: Questions covered the source of the data, exact goals, and what ESSA requires. The group discussed understanding this section and how it relates to other sections. The group discussed how a four-year goal of 100 percent of graduation, especially for students with disabilities, may not make sense and suggested a 5- or 6-year goal.
- Excellent Educators: The group discussed providing educators supports and training needed to support students with high needs, as well as school leadership. The group discussed wraparound services and working to ensure all students have the same education. Questions included professional learning and the data section; the data section will be completed in the second draft. The group discussed whether to recommend providing incentives for districts to do redistricting plans, but that is not covered in ESSA.
- Supporting All Students: The group discussed what success looks like and preparing students for careers and not just college, as well as the importance of a well-rounded curriculum, transition between elementary and middle and middle and high school. The group discussed reinvigorating SSP process, individual learning plans, career plans and post-secondary. The group urged a deeper study around real issues around curriculum for a student, examining requirements at state level for curriculum and communicating accurately and clearly, and transitioning students effectively between early childhood and kindergarten.
- Accountability and School Improvement: The group discussed the history of school improvement in Delaware and how do we as a state capture that sense of urgency in implementing ESSA. The group discussed evidence-based interventions, what it means to be a Targeted vs. Comprehensive School, and how long opportunities exist for turnaround. The group discussed early identification of students, common work between Department of Health, Child Services and DDOE, and how to have common goals to address the needs for more school readiness.

- Measures of School Success: The group discussed ESSA's 95 percent participation requirement in assessments, career paths, PSAT to SAT growth, and how school reporting should identify performance. The group suggested a summative rating at the school level as well as fairness by examining demographics of students served by school. Snapshot in time doesn't represent outcome.
- Standards and Assessments: The group discussed existing state assessments, opportunities to reduce assessments, ensuring English language proficiency, and moving to a support model rather than compliance.

Committee members were reminded of the Dec. 2 deadline for feedback (moved to Dec. 5). Committee members discussed:

- The amount of feedback DDOE will accept and the high likelihood that DDOE will take feedback from this Committee given its composition. Feedback that is against ESSA law or regulations won't be included.
- Opportunity to be bold and put a stake in the ground, to do things that aren't required but that we want: DDOE wants to hear areas to be bold, and also will give local districts flexibility when they write their own ESSA plans.
- Redistricting: The federal government has no jurisdiction, and it is outside the scope of ESSA.

CONCLUSION

One member of the public spoke and discussed the need for DDOE to give equal voice to all stakeholders providing feedback, not just this Committee.

The next meeting will be Jan. 11, 2017 from 6 p.m. to 8 p.m. in the same location. Committee members were reminded to send in their feedback. Members will receive a copy of the second draft (on or about Dec. 31) with instructions and guiding questions.

Committee Chair Burrows adjourned the meeting at 8:12 p.m.